



National
Guidance

oeapng.info

Self-Evaluation and the Ofsted Framework

The Office for Standards in Education, Children's Services and Skills (Ofsted) publishes an inspection framework which sets out how it inspects educational establishments in England. The framework is available at www.gov.uk/government/collections/education-inspection-framework.

This document provides guidance to help establishments evaluate their provision of outdoor learning* against the 2019 Ofsted framework.

* In this document, the term 'outdoor learning' is used to encompass outdoor learning, off-site visits, residentials and learning outside the classroom.

Ofsted and the Curriculum

Ofsted expects schools and other educational establishments to offer a well-thought-out broad and balanced curriculum, that promotes mastery of skills, is knowledge-rich, and provides pupils with a range of learning experiences. It does not expect there to be a separation between achieving good examination results and providing rich and engaging opportunities - quite the reverse: it is the combination of these that leads to greater success.

Ofsted uses the following criteria for its inspections.

Quality of Education

- The aims of a programme of education, including the development of knowledge and 'cultural capital' (the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement) (**Intent**);
- How that translates into delivery (**Implementation**);
- What pupils have gained (**Impact**).

Behaviour and Attitudes

Personal Development

- Developing and discovering interests and talents;
- Developing character, including resilience, confidence and independence;
- Becoming responsible active citizens.

Leadership and Management

Outdoor Learning and the Curriculum

Outstanding schools have always used outdoor learning as an integral part of their whole-school approach to education and the curriculum. They recognise the benefits for pupil achievement, personal development and physical and mental well-being.

Outdoor learning involves first-hand real-life memorable experiences and so contributes to the richness of learning across all subjects. Memorable experiences inspire creative writing and lead to memorable learning.

Outdoor learning is also a powerful process for promoting personal and social development, including:

- Developing and discovering interests and talents;
- Developing character (including resilience, confidence and independence);
- Knowing how to keep physically and mentally healthy;
- Becoming responsible active citizens.

Evidence of the benefits of outdoor learning can be found in the documents in section 2 of National Guidance, "Making the Case", including the following:

- 2.2a "Learning Outside the Classroom Manifesto";
- 2.4e "Time for Change";
- 2.4f "Raising Achievement through the Environment";
- 2.4g "Learning Away";
- 2.4i "High Quality Outdoor Learning" (this identifies ten key outcomes with a range of indicators attributed to each one).

Self-Evaluation of Outdoor Learning

When we evaluate the place of outdoor learning, we should do so in the light of the curriculum as a whole. We should ask: how effectively are we providing a range of deep, rich learning opportunities that deliver a broad and balanced (well-rounded) education that prepares pupils for their adult lives?

The answers, in particular relating to personal development, may not be known during pupils' time at school and so we are not required to evidence this – just be clear about our intent. However, we can use the categories of the Ofsted framework to question and evaluate how we organise that journey.

The following questions are not comprehensive, but a starting point from which further questions may follow.

Questions about Quality of Education

1. Has outdoor learning been co-ordinated within each year and across the Key Stages to provide integration, progression, inclusiveness, equity and balance?
2. Is there balance across the years and between subject areas?
3. Is there evidence supporting outdoor learning being fully integrated into school systems (e.g. recruitment/job descriptions; performance management; professional development; policies; the curriculum map)?

4. Is participation in outdoor learning inclusive (including for the most disadvantaged pupils and those with special educational needs and disabilities (SEND))?
5. Has Pupil Premium funding been used for outdoor learning, and are there examples of the difference it has made to the learning and progress of disadvantaged pupils?
6. Do the school's policies for safeguarding integrate with outdoor learning?

Intent

1. Is outdoor learning integral to all subjects?
2. Are the aspirations for outdoor learning clear? (i.e. is there sequencing and progression towards clearly defined end points?)
3. Are leaders clear how outdoor learning experiences contribute towards the knowledge and skills pupils need in order to take advantage of the opportunities, responsibilities and experiences of later life?
4. In what ways does outdoor learning contribute to 'cultural capital'?
5. Where is this evident in curriculum planning?

Implementation

1. How confident are teachers about teaching outdoors and going on visits?
2. Are teachers' development needs regarding outdoor learning identified and supported?
3. Does the design of the curriculum include integrated outdoor learning that allows pupils to transfer key knowledge to long-term memory (memorable experiences leading to memorable learning)?
4. Can teachers explain the value of outdoor learning in the context of their programmes of learning, and how it helps them to meet the end points to which pupils are working?
5. Can pupils explain what they have learnt from their outdoor learning experiences?

Impact

1. How well are pupils able to discuss what they have remembered from their outdoor learning experiences, and the differences that these experiences made to them?
2. Can you talk confidently about how pupils' experiences of outdoor learning have had an impact on how they are doing?
3. What examples are there of how outdoor learning has helped with literacy, numeracy and motivation for learning?
4. To what extent are the experiences of outdoor learning by disadvantaged pupils and pupils with SEND contributing towards their cultural capital?

Questions about Behaviour and Attitudes

1. Do pupil experiences of outdoor learnings have a positive influence on their behaviour in school? Are you able to give examples?
2. Can pupils articulate the benefits of outdoor learning to their attitude to school?
3. Are pupils involved in decisions about risk and their safety so that they learn how to look after themselves and others and understand the consequences of their behaviour and actions? In what ways?

Questions about Personal Development

1. What outdoor learning opportunities are there that build pupil confidence and resilience and prepare them for their adult lives?
2. How does the school evaluate these experiences for pupil impact and the quality of provision?
3. What opportunities are there to engage with the wider community?
4. How readily can you explain how outdoor learning contributes towards:
 - a. Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults?
 - b. Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance?
 - c. Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique?
 - d. Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation?
 - e. Developing pupils' character, defined as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others?
 - f. Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy?
 - g. Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle?
 - h. Supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully?
 - i. Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them?
 - j. Pupils' understanding of the consequences of their behaviour and actions?
 - k. Pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others?
 - l. Pupils' understanding and appreciation of the range of different cultures in the school and further afield?
 - m. Pupils' recognition and valuing of the things we share in common across cultural, religious, ethnic and socio-economic communities?
 - n. Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities?

5. What examples are there where:
 - a. Outdoor learning has developed mutual respect and tolerance of others?
 - b. There has been an opportunity to reflect on outdoor learning experiences and understand and appreciate the viewpoints of others?
 - c. Pupils' experiences of outdoor learning have made a positive difference to behaviour and attitudes and this has made a difference to trends of improvement and attendance?
 - d. Pupils have made strong progress in specific outdoor activities?

Questions about Leadership and Management

1. How clearly do leaders recognise the benefits of outdoor learning?
2. To what extent do leaders recognise and support the professional development needs of teachers and school staff for teaching outdoors and taking pupils on a range of visits?
3. How well defined in the ethos of the school is outdoor learning as an integrated approach to delivering a broad and balanced (well-rounded) education that prepares pupils for their adult lives?
4. In what ways do leaders manage, monitor and ensure that outdoor learning is developed in the school's strategic and curriculum plans?
5. How does leadership engage the school community, including parents and carers in outdoor learning as a distinctive, rich, broad, balanced experience?
6. What information about outdoor learning is evaluated, and how do leaders at all levels use that information?
7. Can leaders at all levels identify the difference that outdoor learning makes to pupils?
8. In managing information, how accessible is information about outdoor learning outcomes for pupils entitled to Pupil Premium?
9. In communications - including the establishment's website - how effectively is the place of learning outside and off-site visits explained?
10. In what ways are the experiences of pupils and the views of parents explored in consultations and surveys? (Are the findings readily available?)
11. In the management of resources, has there been an audit of the area local to the school to identify outdoor learning opportunities? If so, how well is this audit shared and used?
12. What is the role of the Education Visits Coordinator in integrating outdoor learning into the curriculum? Is this role developed through performance management?
13. Do leaders at all levels fully understand and comply with policies for safeguarding where they apply to outdoor learning?
14. What evidence is there evidence that planning and approval for outdoor learning follows good practice, and complies with the employer's requirements?

Questions about Governance

1. Within the context of outdoor learning, do governors have clarity about the school's vision and ethos?
2. Are governors sufficiently informed about outdoor learning in order to challenge and make judgements about the quality of education?
3. What do governors understand of the difference that outdoor learning makes to pupils' learning, their personal development, and the quality of education?
4. What examples are there of where governors have sought information or challenged to establish clarity about the benefits of outdoor learning to pupils?
5. What recognition do governors give to the importance of whole school planning for outdoor learning that meets the needs of all pupils?
6. Where Pupil Premium is used, how do governors evaluate any differences made to the learning and progress of disadvantaged pupils by outdoor learning experiences, and ensure that it provides equality of opportunity?
7. How effectively do governors hold leadership and management to account for providing a range of deep, rich outdoor learning opportunities that deliver a broad and balanced (well-rounded) education that prepares pupils for their adult lives?

Accreditation

The Learning Outside the Classroom Mark is an accreditation scheme for schools that recognises and supports the development of learning outside the classroom across all subject areas: see www.lotc.org.uk/lotc-accreditations/lotc-mark.

